



We're
Going on a
Picnic

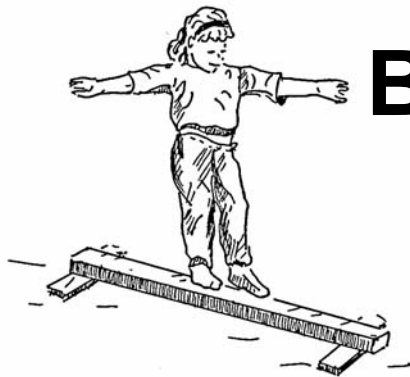
By
Pat Hutchins



Books and Movement – A Magical Mix

Ask Mr.
Bear

By
Marjorie Flack

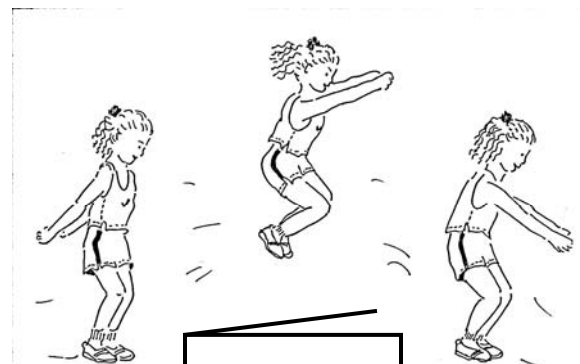


B.A.M.M.M.!

April 2006
I Can Play Sticks

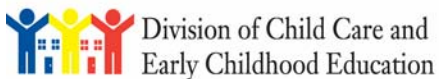
Silly Sally

By
Audrey Wood



Jump, Frog,
Jump!

By
Robert Kalan




B.A.M.M.M.!
Books and Movement – A Magical Mix

Learning Activity #1 <i>August 2005</i>	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2 September 2005	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3 <i>October 2005</i>	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4 November 2005	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5 <i>December 2005</i>	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6 <i>January 2006</i>	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7 <i>February 2006</i>	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8 March 2006	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9 April 2006	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10 <i>May 2006</i>	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11 June 2006	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12 <i>July 2006</i>	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

Learning Activity #9 – I Can Play Sticks

Book: *Thump, Thump, Rat-a-Tat-Tat* by Gene Baer,
Illustrated by Lois Ehlert

Benchmarks	<p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>2.7 Experiments with a variety of musical instruments and sound sources</p> <p>3.12 Recognizes patterns and can repeat them (patterning)</p> <p>4.1 Coordinates eye and hand movement to complete tasks</p>
Manipulative Skills	<p>➤ Striking with sticks</p>
You will need:	<p>✓ Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> by Gene Baer, illustrated by Lois Ehlert</p> <p>✓ Rhythm sticks (2 per child)</p> <p>✓ Carpet squares or personal space markers</p>
Introduce the Activity	<ul style="list-style-type: none"> • Children sitting on carpet squares or personal space markers. • Begin an auditory pattern and invite children to join in. For example: -clap, clap, pat – clap, clap, pat (Clap your hands twice, pat your knees once) • Continue this simple auditory pattern, adding counting to the pattern -one, two, three – one, two, three (Clap your hands twice, pat your knees once)
Present the Story	<ul style="list-style-type: none"> • Prepare to read the story, <i>Thump, Thump, Rat-a-Tat-Tat</i>. • Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.) • Ask children to predict what they think the book is about. • Say, “<i>Let’s read and find out if your predictions are correct.</i>” • Read book with children sitting so all can see the pictures. • Vary your voice level and inflection to match the words. • Emphasize the rhythm of “Thump, Thump” and “Rat-a-tat-tat.” • Follow up by allowing the children to discuss the story and share their personal experiences with marching bands. • Call attention to the bus on the next-to-last page and read to the children the sign on the side of the bus. Say, “<i>This sign says Marching Band.</i>”
Extend the Story	<ul style="list-style-type: none"> • Help children enlarge the circle before beginning this activity. • Ask two children at a time to get two rhythm sticks each from the container and return to their carpet squares or personal space markers.

	<ul style="list-style-type: none"> • Explain to children that these are rhythm sticks. • Ask, “<i>Can you use your rhythm sticks like drum sticks and play the drum?</i>” Demonstrate striking the floor as if playing a drum and invite children to do the same. • Ask, “<i>Can you play the drum loud?</i>” “<i>Now, can you play the drum soft?</i>” • Allow children to practice “hard” and “soft” until they begin to understand and put into practice this concept. 
Conclude the Session	<p>Explain to children that they will play the rhythm sticks to the song “Ten Little Drummers.” Tune: “Ten Little Indians”. Strike the sticks where underlined.</p> <p><u>One</u> little, <u>two</u> little, <u>three</u> little <u>drummers</u>. (strike) (strike) (strike) (strike)</p> <p><u>Four</u> little, <u>five</u> little, <u>six</u> little <u>drummers</u>. (strike) (strike) (strike) (strike)</p> <p><u>Seven</u> little, <u>eight</u> little, <u>nine</u> little <u>drummers</u>, (strike) (strike) (strike) (strike)</p> <p><u>Ten</u> little <u>drummer</u> <u>boys</u> <u>and</u> <u>girls</u>. (strike) (strike) (strike)(strike)(strike)</p>
Try these additional activities	<p>Creating a Rhythm Pattern with Sticks</p> <ul style="list-style-type: none"> • Reread the story, <i>Thump, Thump, Rat-a-Tat-Tat</i>. • Review the introductory rhythm stick activity where children play the sticks on the floor like drum sticks. • Introduce striking sticks together. Allow children a brief time to practice this activity. • Say, “<i>Now we’re going to put the drum beat and striking the sticks together in a pattern. Strike the sticks down, then together, down, together, down, together</i>” • Allow children to practice this pattern.

- Explain to children that they will repeat this pattern as you reread the story. They will play the drum on the floor when you read “Rat-a-tat-tat” and will strike the sticks together when you read “*Thump, Thump.*”

Rat-a-tat-tat - Rat-a-tat-tat
(down down) (down down)

Thump, Thump - Thump, Thump
(together together) (together together)

- Practice this sequence with the children before reading the story.
- Read the book slowly as children play the sticks.
- Repeat this activity if children seem to enjoy it and need the practice repeating patterns.

Teacher Note: Multicultural Rhythm Stick Fun CD or tape by Georgianna Stewart, Kimbo, is an excellent resource for additional rhythm stick activities.

Identifying Instruments by Sound

- Group children in a circle.
- Place three rhythm instruments together (rhythm sticks, maracas and castanets, for example)
- Sound and help children name each instrument.
- Ask children to close their eyes.
- Sound one instrument and return it to its spot in the group.
- Ask children to open their eyes and name the instrument they heard.
- Continue this activity until children can identify each instrument by sound.

Identify Sounds in Sequence

- Group three or four children together for this activity which increases the level of difficulty of the previous activity.
- Provide three rhythm instruments and allow the children to experiment with the sounds each instrument makes. Children should know the names of each instrument.
- Ask children to close their eyes while you sound each instrument.
- Ask one child to repeat the order of the sounds.
- Vary the order of sounds for each child in the group.
- Increase the number of instruments as children are ready for this.

Teacher Note: Children may be able to participate in this activity without an adult present. Help children take turns being leader and in varying the order of sounds.

Marching with a Baton

- Play lively march music.
- Allow children to use a rhythm stick for a baton as they march around the room.



Expand Children's Musical Experiences

- Invite a guest(s) to your classroom to play band instruments such as drum, tuba or trombone.
- Take children to watch a school marching band.

Enrich the Learning Environment

- Add marching band props to the home living/dramatic play center. Batons and hats are examples.
- Add a CD or cassette tape of marching music to the music center.
- Take batons and the marching music outdoors.



- Add a container of the following collage materials to the art center: rectangles, circles and squares of different sizes and colors, and stars of different colors. Allow children to create their own collages with the materials.
- Collect discussion pictures of musical instruments such as side drum, bass drum, flute, trumpet, trombone and tuba. Mount each picture on poster board, label, laminate and post on the wall at a child's eye level or use in group discussion.
- Purchase CD or cassette tapes such as **You'll Sing a Song and I'll Sing a Song** and/or **Play Your Instruments and Make a Pretty Sound** by Ella Jenkins and incorporate these into the music experiences you provide for children.

Create Visual Patterns

- Create a visual pattern with Unifix Cubes, stringing beads, color links or counting bears, for example.
- Begin with a two-color pattern such as blue, yellow, blue, yellow.
- Invite children to *"make a pattern like this one."*
- Increase the complexity of the pattern as children are ready for this.
- Observe children to see if they create patterns on their own.

Make Rhythm Instruments

- Rhythm sticks – Use wooden dowel sticks 5/8 inch in diameter. Cut each stick 12 inches long. Sand so there are no splinters.
- Bottle maracas – Place rice or gravel in an empty, clear plastic bottle. Glue lid on for safety.



- Drums – Use empty coffee cans with plastic lid or empty oatmeal boxes.

Additional Books	<input type="checkbox"/> <i>The Ants Go Marching</i> illustrated by Jeffrey Scherer <input type="checkbox"/> <i>The Little Drummer Boy</i> by Ezra Jack Keats <input type="checkbox"/> <i>Drummer Hoff</i> by Barbara Emberly, illustrated by Ed Emberly <input type="checkbox"/> <i>This Old Man</i> by Pam Adams <input type="checkbox"/> <i>Parade</i> by Donald Crews
Resources	<input checked="" type="checkbox"/> Rhythm sticks (lumi sticks) can be ordered from equipment catalogs and from school supply catalogs. <input checked="" type="checkbox"/> Personal space markers can be ordered from equipment catalogs and from school supply companies. <input checked="" type="checkbox"/> Ella Jenkins CDs and cassette tapes can be ordered from school supply companies. <input checked="" type="checkbox"/> Multicultural Rhythm Stick Fun CD or tape by Georgianna Stewart, Kimbo, can be ordered from school supply catalogs.

Teacher Notes:

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice rhythm stick activities.
- Plan to reread the book, *Thump, Thump, Rat-a-Tat-Tat* by Gene Baer and include a variety of the suggested rhythm stick activities.
- It is important that stories and activities be repeated with children at different times throughout the year.